



# BUSINESS EDUCATION

2013-2014



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## BUSINESS EDUCATION

Course Title	Lead Code	Recommended Grade Level										Recommended Credit
		4	5	6	7	8	9	10	11	12		
Touch Keyboarding 4 <sup>th</sup> -6 <sup>th</sup>	060114		x	x								4 <sup>th</sup> -6 <sup>th</sup> grade
Computer and Technology Concepts	060160			x								6 <sup>th</sup> grade
Business/Marketing Concepts and Applications	060161				x							7 <sup>th</sup> grade
Keyboarding Applications	060113				x	x						7 <sup>th</sup> -8 <sup>th</sup> grade
Business and Marketing/ Career Exploration	060195					x	x					8 <sup>th</sup> grade 9 <sup>th</sup> grade 1 credit
Accounting and Finance Foundations	060122						x	x	x			1
Advanced Accounting (Accounting Bridge Pilot)	070125								x	x		1
Advanced Computer and Technology Applications*	070743								x	x		1
Advanced Finance and Credit*	060399								x	x		1
Advanced Multi-Media*	060761								x	x		1
Business Communication	060155								x	x		1
Business Economics**	060511 (CTE Credit) 060596 (Economics Credit)						x	x	x	x		1
Business Education Co-Op	060107										x	1-3
Business Law*	060121							x	x	x		1
Business Management*	060411									x	x	1
Business Principles and Applications	060111						x	x				1
Business Technology	060198						x	x	x	x		1
Computer and Technology Applications	060112						x	x				1
Data Modeling/SQL	070331						x	x	x	x		1
Entrepreneurship*	060185								x	x		1
Financial Accounting*	070122								x	x		1
Financial Literacy	060170 (CTE Credit) 060171 (Math Credit)						x	x	x	x		½ - 1
Financial Services I	060311							x	x	x		1
Financial Services II*	060351								x	x		1
International Business	060188								x	x		1
Leadership Dynamics	060196						x	x	x	x		1
Legal Office*	070881								x	x		1
Mathematics for Business and Industry***	060172 (CTE Credit) 060190 (Math Credit)						x	x	x	x		1
Medical Office*	070971								x	x		1
Microsoft Office (MOS)*	070750								x	x		1
Multi-Media Publishing*	060751							x	x	x		1
Principles of Teaching							x	x	x	x		1
Web Data Management*	073399								x	x		1
Web Page Design	060199							x	x	x		1
Word Processing	060142						x	x	x	x		1

\* Effective Fall of 2012, students who Co-Op must be enrolled in Business Education Co-Op along with a capstone course sometime throughout the school year. Capstone courses are marked with \*.

\*\*Business Economics is an interdisciplinary course which meets the graduation requirement for Economics.

\*\*\*Math for Business and Industry is an interdisciplinary course which meets the graduation requirement for the fourth math credit.

# **BUSINESS EDUCATION**

## **Overview of Business Education**

### **Purpose:**

The vision of Kentucky Business Education is to promote business professional development, enhance leadership, provide relevant curriculum, and to be vital to the education of all students.

Kentucky Business Education will:

- operate as the center for industry standard desktop and communications technology in schools.
- provide a critical link in school to employment or postsecondary education.
- develop stronger relationships with the business community in terms of mutual advocacy, cooperative field experiences, employment placement, and support for FBLA experiences.
- represent a necessary component in the education of all students.
- require and promote critical thinking and problem solving.
- offer a flexible curriculum based on standards that adapts to change.
- integrate academic skills into the business education curriculum in order to insure that students develop excellent written & verbal communications skills, computational skills, and scientific problem-solving skills.

### **Career Pathways:**

- Accounting
- Administrative Support
- Business Management
- Business Multimedia
- Business Technology
- Data Base Management
- Finance
- Information Processing
- Legal Office
- Medical Business Office
- Business/Marketing Education

### **Standard Based Curriculum**

The curriculum is composed of standards based competencies. Therefore, the teaching/learning focus is on the final results rather than the process. Business Education Teachers are lecturing less and facilitating more, and as a result, students are taking charge of their own learning by using technology to research topics, collect data and present information orally and in written form. More Business Education Programs are incorporating school-based enterprises in order for students to apply business and marketing concepts learned in the classroom.

## **Kentucky Occupational Skill Standards**

The Kentucky Occupational Skill Standards are the performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. Identifying the necessary skills is critical to preparing students for entry into employment or postsecondary education. Because of the importance of skill standards, the Office of Career and Technical Education in conjunction with employers from the Kentucky Bankers Association, International Association of Administrative Professionals, The Kentucky Society of Certified Public Accountants, and various business managers (e.g., YUM Brands, United Parcel Service, Kentucky Retail Federation, and Kroger) worked to develop a system to certify that students have attained the necessary skills for employment or postsecondary education. Standards were developed in the areas of Financial Services, Administrative Support, Accounting and Business Management. These standards described the necessary **occupational, academic, and employability** skills needed to enter the workforce or post-secondary education in specific career areas. There is an ongoing effort to continue to refine these standards by which exemplary Business Education Programs are evaluated and certified. The strength of these business partnerships insures that curriculum meets industry specifications.

## **Interdisciplinary Courses**

The Kentucky graduation requirements allow for interdisciplinary or applied courses to substitute for specific academic courses required for graduation. In the business curriculum **Business Economics** meets the graduation requirement for social studies and **Mathematics for Business and Industry** meets the requirement for the 4<sup>th</sup> math credit.

## **School Based Enterprises**

In many Kentucky high school business programs a school based enterprise is an integral part of the curriculum. Running an actual business allows students to learn contextually without leaving school. Textbook concepts become real as students operate a business.

## **Work Based Learning**

Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to apply the concepts learned in the classroom. The Work Based Learning Manual is available on the KDE webpage: [www.education.ky.gov](http://www.education.ky.gov).

## **Student Organization**

Participation in FBLA, Future Business Leaders of America, provides a vehicle for students to employ higher order thinking skills, to interact with high-level business people and to further enhance their leadership skill through their participation in regional, state and national competitive events and local activities.

**KDE Career Pathways  
Business Education  
2013-2014**

<b>Career Pathway</b>	<b>Sequence of Courses</b>	<b>Elective Courses</b>
<b>Accounting CIP 52.0301</b>  <u>Tests for Certification:</u> <ul style="list-style-type: none"> <li>• KOSSA – Accounting</li> <li>• ASK – Concepts of Finance</li> <li>• Quickbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Accounting &amp; Finance Foundations</li> <li>• <i>Financial Accounting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Computer &amp; Technology Applications</li> <li>• Advanced Accounting (Accounting Bridge Pilot)</li> <li>• Advanced Finance &amp; Credit</li> <li>• Business Economics</li> <li>• Business Law</li> <li>• Business Management</li> <li>• Business Principles &amp; Applications</li> <li>• Data Modeling/SQL</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>
<b>Administrative Support CIP 52.0401</b>  <u>Tests for Certification:</u> <ul style="list-style-type: none"> <li>• KOSSA – Administrative Support</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Accounting and Finance Foundations</li> <li>• <i>Advanced Computer &amp; Technology Applications</i></li> </ul>	<ul style="list-style-type: none"> <li>• Business Communications</li> <li>• Business Economics</li> <li>• Business Management</li> <li>• Business Principles &amp; Applications</li> <li>• Data Modeling/SQL</li> <li>• Legal Office</li> <li>• Math for Business &amp; Industry</li> <li>• Medical Office</li> <li>• Microsoft Office</li> <li>• Word Processing</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>

Career Pathway	Sequence of Courses	Elective Courses
<p><b>Business Management</b> <b>CIP 52.0201</b></p> <p><u>Tests for Certifications:</u></p> <ul style="list-style-type: none"> <li>• KOSSA – Business Management</li> <li>• ASK – Fundamental Business Concepts or Concepts of Entrepreneurship/Management</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Accounting &amp; Finance Foundations</li> <li>• Business Law or Business Economics</li> <li>• <i>Business Management</i></li> </ul>	<ul style="list-style-type: none"> <li>• Business Communication</li> <li>• Business Principles &amp; Applications</li> <li>• Entrepreneurship</li> <li>• Financial Accounting</li> <li>• International Business</li> <li>• Principles of Marketing</li> <li>• Web Data Management</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>
<p><b>Business Multimedia</b> <b>CIP 52.0501</b></p> <p><u>Tests for Certifications:</u></p> <ul style="list-style-type: none"> <li>• Adobe (1 of 3 exams) – Dreamweaver, Flash, and Photoshop</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> <li>• CIW Web Design Specialist</li> <li>• CIW Internet Business Associate</li> <li>• CIW Site Development Associate</li> <li>• Apple Certified Associate – iWork Level One (9L0-806)</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Multimedia</li> <li>• <i>Advanced Multimedia</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Computer &amp; Technology Applications</li> <li>• Promotional Applications and Media</li> <li>• Web Page Design</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>

Career Pathway	Sequence of Courses	Elective Courses
<b>Business Technology*</b> <b>CIP 52.0408</b>  <u>Tests for Certifications:</u> <ul style="list-style-type: none"> <li>ASK - Fundamental Business Concepts</li> </ul>	<ul style="list-style-type: none"> <li>In this career major any four (4) courses in the Business Education Curriculum may be taken to achieve this career pathway. There is no upper-level course.</li> </ul> <u><b>*2013-2014 will be the last year this pathway will consist of any four business credits.</b></u>	
<b>Data Base Management</b> <b>CIP 52.1299</b>  <u>Tests for Certifications:</u> <ul style="list-style-type: none"> <li>MOS (3 of 4) – Word, Excel, PowerPoint with Access Required</li> </ul>	<ul style="list-style-type: none"> <li>Computer &amp; Technology Applications</li> <li>Data Modeling/SQL</li> <li>Web Design</li> <li><i>Web Data Management</i></li> </ul>	<ul style="list-style-type: none"> <li>Advanced Computer &amp; Technology Applications</li> <li>Business Communication</li> <li>Business Economics</li> <li>Math for Business &amp; Industry</li> <li>Multimedia</li> <li>Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>

Career Pathway	Sequence of Courses	Elective Courses
<b>Finance</b> <b>CIP 52.0803</b>  <u>Tests for Certifications:</u> <ul style="list-style-type: none"> <li>• KOSSA – Financial Services</li> <li>• ASK – Concepts of Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Accounting &amp; Finance Foundations</li> <li>• <i>Financial Services I</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Accounting (Accounting Bridge Pilot)</li> <li>• Advanced Finance &amp; Credit</li> <li>• Financial Services II</li> <li>• Business Communication</li> <li>• Business Economics</li> <li>• Business Law</li> <li>• Data Modeling/SQL</li> <li>• Entrepreneurship</li> <li>• Financial Accounting</li> <li>• Principles of Marketing</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>
<b>Information Processing</b> <b>CIP 52.0407</b>  <u>Tests for Certifications:</u> <ul style="list-style-type: none"> <li>• KOSSA – Administrative Support</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> <li>• Adobe (1 of 3 exams) Dreamweaver, Flash, and Photoshop</li> <li>• CIW Web Design Specialist</li> <li>• CIW Internet Business Associate</li> <li>• CIW Site Development Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• <i>Advanced Computer &amp; Technology Applications OR Microsoft Office</i></li> <li>• Multimedia OR Web Design</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Multimedia</li> <li>• Business Communication</li> <li>• Data Modeling/SQL</li> <li>• Microsoft Office is encouraged.</li> <li>• Word Processing</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>



Career Pathway	Sequence of Courses	Elective Courses
<p><b>Legal Office</b> <b>CIP 22.0301</b></p> <p><u>Tests for Certifications:</u></p> <ul style="list-style-type: none"> <li>• KOSSA – Administrative Support</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Business Law</li> <li>• <i>Legal Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Computer &amp; Technology Applications</li> <li>• Business Principles &amp; Applications</li> <li>• Business Communication</li> <li>• Data Modeling/SQL</li> <li>• Microsoft Office</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>
<p><b>Medical Business Office</b> <b>CIP 51.0716</b></p> <p><u>Tests for Certifications:</u></p> <ul style="list-style-type: none"> <li>• KOSSA – Administrative Support</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Word Processing</li> <li>• <i>Medical Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• Accounting &amp; Finance Foundations</li> <li>• Advanced Computer &amp; Technology Applications</li> <li>• Business Communication</li> <li>• Business Principles &amp; Applications</li> <li>• Data Modeling/SQL</li> <li>• Medical Terminology</li> <li>• Microsoft Office</li> <li>• Other Courses Approved by Business Consultant Related to Career Pathway</li> </ul>
<p><b>Business &amp; Marketing Education</b> <b>CIP 13.1310</b></p> <p><u>Tests for Certifications:</u></p> <ul style="list-style-type: none"> <li>• KOSSA – Administrative Support or Marketing</li> <li>• MOS (3 of 4) – Word, Excel, PowerPoint, and Access</li> <li>• IC3 – Computer Fundamentals, Key Applications, and Living Online</li> <li>• ASK – Fundamental Business Concepts or Fundamental Marketing Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Computer &amp; Technology Applications</li> <li>• Principles of Teaching</li> <li>• Business Elective</li> <li>• Marketing Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Other Business &amp; Marketing Courses</li> </ul>

## Touch Keyboarding for 4-6<sup>th</sup> Grade

**Course Description:** This is a six-to-nine week course where students will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique.

### Content/Process

**Students will:**

1. demonstrate proper keyboarding techniques.
2. apply formatting to simple documents (letters, reports, and articles).
3. apply standard rules of spelling, punctuation, grammar, and capitalization.
4. organize and maintain workstation.

### Connections

- Age-appropriate software packages
- Common Core State Standards ELA
- 21<sup>st</sup> Century Skills
- *Kentucky Cyber Keys: A P-8 Guide to Keyboarding*
- Secretary's Commission on Achieving Necessary Skills (SCANS)

## Computer and Technology Concepts – 6<sup>th</sup> Grade

**Course Description:** This course is designed for students who have minimal keyboarding experience. Computer and Technology Concepts will develop the touch system of keying with added emphasis on the development of proper keying techniques, speed and accuracy. The first six weeks will focus on proper techniques utilizing the touch system. The final three weeks will allow the students to develop and demonstrate knowledge of basic word processing skills such as formatting letters in various letter styles, short reports with and with references, and tables. Additional emphasis will be placed on basic communication skills such as proofreading, grammar, word division and the proper application of proofreader's marks to demonstrate the importance of mail able copy. Different telecommunication concepts may be addressed through simulation or application.

### Content/Process

#### Students will:

1. demonstrate keying techniques.
2. apply language rules, proofreader's marks, and reference materials.
3. apply basic formatting procedures and manipulate data in letters, reports, simple tables, spreadsheets, graphs and charts, and databases.
4. demonstrate electronic communications and telecommunications of the following: voice, data, image, text, and video.
5. demonstrate how to properly organize and maintain a workstation.
6. demonstrate how to transfer documents from a handwritten format into an electronic format.
7. demonstrate correct composition of documents.
8. demonstrate good work habits and a work ethic that impacts success at school and in the workplace.
9. apply communication skills within the technical content.
10. demonstrate employability and social skills relative to the career cluster.
11. utilize activities of FBLA as an integral component of course content and leadership development.

### Connections

- Common Core State Standards (ELA)
- 21<sup>st</sup> Century Skills
- Kentucky Technology Program of Studies

## Keyboarding Applications – 7<sup>th</sup> & 8<sup>th</sup> Grade

**Course Description:** This course is designed for students who have little or no keyboarding experience. Keyboarding Applications will develop the touch system of keying with added emphasis on the development of proper keyboarding techniques, speed, and accuracy. Six to nine weeks will be spent developing the touch system. The student will apply techniques for proofreading, editing, word division, capitalization, and punctuation for production of mail able copies of letters, simple business forms, tabulated information, and manuscripts. After completion of Keyboarding Applications, a student may take either Word Processing or Computer and Technology Applications.

### Content/Process

#### Students will:

1. demonstrate keyboard techniques.
2. apply language rules, proofreader's marks, and reference materials.
3. apply basic formatting procedures and manipulate data in letters, reports, simple tables, spreadsheets, graphics, graphs and charts, and databases.
4. create or simulate electronic communication and telecommunications of the following: voice, data, image, text, and video.
5. compose documents.
6. research and analyze career opportunities in computer-related careers.
7. complete a career portfolio which includes letter of application, employment application, letter of reference, resume, interviewing techniques, follow-up letter, and letter of resignation.
8. develop good work habits and a work ethic that impacts success at school and in the workplace.
9. utilize activities of FBLA as an integral component of course content and leadership development.
10. apply communication skills within the technical content.
11. demonstrate employability and social skills relative to the career cluster.

### Connections

- Common Core State Standards ELA
- 21<sup>st</sup> Century Skills
- Technology Program of Studies

## Business and Marketing Career Exploration - 8<sup>th</sup> & 9<sup>th</sup> Grade

**Course Description:** This course provides students with a survey of skills needed for school-to-work transition. Opportunities to explore the business and marketing career cluster and career paths, to heighten self-awareness, and to develop priorities and career decision-making skills are also provided. A variety of instructional resources, self-assessment instruments, and career interest surveys are included in the updating of the Individual Learning Plan (ILP). Interpersonal skill development and orientation to word processing, computer spreadsheet, and database are included. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

### Content/Process

#### Students will:

1. reinforce basic skills in human relations and in both written and oral communication including customer relations.
2. develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers.
3. complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.
4. complete a career interest survey identifying general likes and dislikes, personal skills, and job values.
5. complete a job application, compose a resume and a letter of application, and prepare for an interview.
6. define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics.
7. develop and/or update Individual Learning Plans.
8. develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.
9. develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle.
10. identify and summarize why people need to work to meet basic needs.
11. describe what academic skills are needed for a career in the business and marketing cluster.
12. explain & evaluate resources that can be used for researching job and career information.
13. describe and explain the importance of good work habits/ethics in the workplace.
14. explain how jobs/careers have been created as a result of scientific and technological advancements.
15. identify and explain skills used to seek, obtain, maintain, and change jobs/careers.
16. apply communication skills within the technical content.
17. demonstrate employability and social skills relative to the career cluster.
18. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standards ELA
- 21<sup>st</sup> Century Skills
- Individual Learning Plan – Career Cruising

## Accounting and Finance Foundations

**Course Description:** This course will provide an introduction to both areas of accounting and finance. Topics will include banking, credit, financial literacy, career exploration, spreadsheet usage, and technical writing. The accounting principles taught in this course are based on a double-entry system and include preparing bank reconciliations, payroll taxes, and financial statements. Detailed career exploration in the various fields of accounting will be available. Technical writing will be provided through IPAC business plan curriculum and exploration of case studies. Leadership development will be provided through FBLA.

### Content/Process

#### Students will:

1. demonstrate financial calculations used by the business professional.
2. research and analyze career opportunities in accounting and develop an employment portfolio (letter of application, resume, etc.).
3. examine the importance of work/business ethics.
4. demonstrate employability and social skills relative to the career cluster.
5. research Internet safety and e-commerce regulations.
6. assess the characteristics of money and the government's role in the economy.
7. describe economic institutions such as banks and stock markets.
8. identify banking procedures and apply correct accounting methods for all financial records.
9. distinguish differences in business structures such as proprietorships, partnerships, and corporations.
10. analyze and justify purpose for double-entry accounting.
11. explain accounting terms and concepts: automated accounting, accounting cycle, accounting framework, and account classifications.
12. apply math, communication, and accounting skills in preparing and analyzing business transactions and financial statements through ratio analysis, break-even, productivity, cost-benefit analysis, and time value of money.
13. demonstrate the ability to create and analyze spreadsheets (payroll, budgets, etc.) using Excel.
14. be able to calculate payroll earnings and payroll taxes including but not limited to FICA, Federal, FUTA, and SUTA.
15. determine and complete the tax documents beginning with the W-4 through 1040 EZ.
16. develop an understanding of credit transactions including the laws that govern these functions.
17. analyze business financial conditions through case studies.
18. utilize activities of FBLA as an integral component of course content and leadership development.

### Connections

- Kentucky Occupational Skill Standards
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standards ELA and Math
- 21<sup>st</sup> Century Skills

To receive copies of the curriculum for this course, please contact program consultant.

## Advanced Accounting (Accounting Pilot and Bridge Project)

**Course Description:** College Accounting/Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decisions makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis. Leadership development will be provided through FBLA. (Teachers must go through a 3 day training to teach this course)

### Content/Process

**Students will:**

1. Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements.
2. Describe the information provided in each financial statement and how the statements articulate with each other.
3. Identify business ownership structures.
4. Explain the role of management and the auditor in preparing and issuing an annual report.
5. Identify and explain the classifications within assets, liabilities, and equity.
6. Define and calculate the current ratio, debt-equity ratio, return on sales, and return on equity.
7. Identify and explain the three phases of the management cycle and the four business processes.
8. Explain and calculate the operating cycle (accounts receivable turnover and inventory turnover)
9. Explain how internal control procedures are used to safeguard assets.
10. Prepare bank reconciliation.
11. Describe the purpose of journals and ledgers and their relationship.
12. Analyze and describe how business transactions impact the accounting equation.
13. Apply the double-entry system of accounting to record business transactions and prepare a trial balance.
14. Explain the need for adjusting entries and record adjusting entries.
15. Prepare the financial statements for the different types of business operations and ownership structures.
16. Explain the purposes of the closing process and record closing entries.
17. Describe the differences between the periodic and perpetual inventory systems and record transactions.
18. Describe the difference between the gross price method and the net price method and record transactions.
19. Determine cash paid for inventory and operating expenses.
20. Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement.
21. Calculate cost of goods sold and ending inventory using LIFO and FIFO inventory costing methods.
22. Explain how inventory for a manufacturing business differs from inventory for a merchandising business.
23. Explain how an activity-based costing system operates, including the identification of activity cost pools, and the selection of cost drivers and explain the flow of costs through the manufacturing accounts used in product costing.
24. Compute a predetermined overhead rate, and explain its use in job-order costing.
25. Determine whether manufacturing overhead is over/under-applied.
26. Prepare journal entries to record the costs of direct material, direct labor, and manufacturing overhead in a job-order costing system.
27. Prepare a schedule of cost of goods manufactured, a schedule of cost of goods sold, and an income statement for a manufacturer.
28. Complete the steps in the accounting cycle and prepare financial statements.
29. Calculate payroll taxes.
30. Determine the present value and future value cash flows
31. Use net present value concepts to make investment decisions.
32. Explain the purpose and methods of cost allocation.
33. Calculate and record depreciation, depletion and amortization and explain the impact on the financial statements.
34. Record the sale and disposal of fixed assets and the impact on the financial statements.
35. Compare and contrast debt and equity financing.
36. Define and calculate TIE (Times-interest-earned ratio)
37. Compare and contrast a periodic payment note payable, a lump-sum note payable, and a periodic and lump-sum note payable.
38. Calculate the carrying value, interest expense and cash payment for note.
39. Record transactions for notes payable: issuance and interest expense.
40. Record transactions for bonds issued at face value, a premium and a discount.
41. Record interest expense for bonds issued at face value, a premium and a discount using the straight-line method and effective-interest method.
42. Identify and describe the different classes of stock and explain the rights afforded each class of stock and record transactions.
43. Describe the difference between cash dividends, stock dividends and stock splits, and the impact on the financial statements.
44. Utilize activities of FBLA as an integral component of course content and leadership development.
45. Demonstrate employability and social skills relative to the career cluster.
46. Apply math and communication skills within the technical content.

## Advanced Computer and Technology Applications

**Course Description:** This course is designed to provide students an advanced-level experience with practical applications through hands-on instruction. Course content will include understanding of various hardware, software, operating systems, care/operations, administrative applications, and employability skills. The software includes advanced business applications using word processing, presentation, spreadsheets, database management, desktop publishing, and electronic communication. Leadership development will be provided through FBLA. Upon completion of this course, a student will be ready to take the core level tests for MOS Certification and/or the Administrative Support Skill Standard Assessment. **Suggested Prerequisite: Computer and Technology Applications**

### Content / Process

#### Students will:

1. identify, describe, and use different types of electronic communications and apply business communication and netiquette skills to create, send, receive, and reply to electronic communication, including e-mail and telephone.
2. demonstrate employability and social skills relative to the career cluster (includes cell phone, Internet netiquette, introductions, and grammar).
3. compose and illustrate an oral report using appropriate visual aids (presentation software, etc).
4. demonstrate advanced computer applications to create, edit, save, revise, and print word processing documents, spreadsheets and related charts, database files, reports, and presentations.
5. show advanced software integration skills to create new documents through the use of word processing, spreadsheets and related charts, database files, reports, and presentations.
6. demonstrate advanced skills to design, create, edit, save, and print desktop publishing documents which include text, graphics, borders, shadings, watermarks, columns, and nameplates using principles of layout and design.
7. demonstrate advanced skills to utilize the mail merge feature of a software program.
8. demonstrate advanced skills to apply financial and database functions to spreadsheets including formulas, data tables, sorting, and queries.
9. demonstrate advanced skills using a spreadsheet program to create and work with templates, wizards, and multiple spreadsheets and workbooks.
10. demonstrate advanced skills using a database program to create enhanced reports.
11. demonstrate advanced skills using presentation software to include diagrams, color and graphic modifications, animation schemes, custom backgrounds, action buttons, hyperlinks, sound, video, and speaker notes.
12. demonstrate advanced skills using word processing, spreadsheet, database, and presentation software to complete workgroup collaboration to include inserting and reviewing comments.
13. research and analyze career opportunities, participate in a job interview, and develop an employment portfolio (letter of application, resume, and follow-up letter).
14. develop FBLA projects using a variety of software applications.
15. utilize activities of FBLA as an integral component of course content, leadership development, and service learning.
16. analyze various hardware, software, operating systems, and emerging technologies used by business and industry, such as speech recognition and personal digital assistants.
17. integrate math, science, reading and business communication skills within the technical content.
18. demonstrate work-based learning (shadowing, mentoring, and co-op, etc.).
19. review proofreaders' marks, spell check and thesaurus, reference materials, and grammar check.

#### Connections

- National Standards for Business Education
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Microsoft Office Specialists (MOS)
- Kentucky Core Academic Standards – Big Ideas
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards



## Advanced Finance and Credit

**Course Description:** This course is designed to develop an understanding of financial markets, investing institutions, and the finance and credit industry in our economic system. It includes an introduction to the allocation of financial resources, the effects of the finance and credit institutions on the business community, and the impact that financial decisions have on the consumer market. Areas of study include stock markets, bonds, futures, commodities, interest rates and the economy, interpretation of financial information, insurance and risk management, and job opportunities in the finance and credit area. This course should include real and/or simulated occupational experiences and projects. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

**SUGGESTED PREREQUISITE:** Business Principles and Applications OR Business Economics OR Financial Services I.

### Content/Process

**Students will:**

1. recognize characteristics of good customer service.
2. develop an understanding of credit transactions including the laws that govern these functions.
3. apply math and communication skills within the technical content.
4. explain buying and selling stock, identify the various stock exchanges and indices, and discuss/interpret the conditions that affect stock market fluctuations.
5. develop an understanding of the profit objective of a financial institution.
6. investigate and discuss the federal and state deposit insurance guidelines and practices.
7. distinguish among various types of risk (economic, natural, human, pure, speculative, etc.) and evaluate the handling of business risk.
8. develop appropriate advertising campaign for financial institution; prepare marketing procedures for paper products and services.
9. differentiate between terminology for credit and savings transactions.
10. apply math, communication, and accounting skills in preparing and analyzing financial statements.
11. research career opportunities in the finance and credit industry.
12. demonstrate employability and social skills relative to the career cluster.
13. explain and analyze the sources of revenue for federal, state, and local governments.
14. identify sources and functions of consumer credit and explain the relationship of consumers with the economy.
15. analyze various aspects of foreign trade and finance, including foreign exchange and balance of trade.
16. differentiate between recession and depression.
17. examine financial management as it relates to government and business.
18. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- MBA Research Standards
- Kentucky Occupational Skill Standards
- Common Core State Standards ELA and Math

## Advanced Multimedia Publishing

**Course Description:** This hands-on course applies advanced web design, publishing, and presentation concepts through the development of sophisticated documents and projects which includes, but is not limited to: web sites, web databases, web movies, video editing and production, television productions. The course is designed around the learning goals of the students and is project-based. Students will complete advanced projects agreed upon with the instructor utilizing hardware and software available. Formatting, editing, layout, and design concepts are reviewed and reinforced. Distribution ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills. Leadership development will be provided through FBLA. SUGGESTED PREREQUISITE: Multimedia Publishing

### Content/Process

#### Students will:

1. use industry-standard hardware and software components to create advanced multimedia projects (scanners, digital and video cameras, production equipment, etc)
2. demonstrate an awareness of copyright, licensing, and downloading and safety issues
3. design and publish a web site with dynamic content using HTML and/or advanced features of a software package including: tables, forms, edited images, animated gifs, .sound, web movies (Flash), databases, forums, etc.
4. incorporate features into web pages for different audiences and cultures and handicap accessibility
5. observe and practice safety precautions applicable to both classroom and home use of the Internet.
6. create movies incorporating advanced features of video editing software,
7. broadcast news programs, feature programs, etc. school-wide
8. demonstrate employability and social skills relative to the career cluster.
9. utilize activities of FBLA as an integral component of course content and leadership development.
10. apply math, science, and communication skills relative to the career major.
11. research and analyze career opportunities in multimedia publishing and graphic arts, video production, broadcast, web design, etc.
12. identify browser restrictions and variations
13. analyze, create, and organize navigational links.
14. implement CGI and JavaScript programming where appropriate.
15. develop an awareness of page load time with various connections of users
16. recognize appropriate backgrounds, fonts, etc. for business web sites.
17. demonstrate Internet etiquette.
18. publish web pages to a web server.
19. formulate a user-friendly file structure for web publishing.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Kentucky Technology Program of Studies
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA

## Business Communication

<p><b>Course Description:</b> Business Communication is the study of written, oral, and electronic communication in a business environment. Emphasis is on writing letters, preparing and orally presenting business reports, using the telephone in business, electronic transfer of information, using business information resources, listening and interpreting, and developing business messages. Leadership development will be provided through FBLA.</p> <p><b>SUGGESTED PREREQUISITE:</b> Computer and Technology Applications</p>
<p style="text-align: center;"><b>Content/Process</b></p> <p><b>Students will:</b></p> <ol style="list-style-type: none"><li>1. identify the parts of speech, apply language arts rules, and use reference materials.</li><li>2. utilize grammar check, spell check, thesaurus, and proofreader's marks.</li><li>3. compose various types of business documents electronically, including those associated with employment.</li><li>4. identify, describe, and use different types of electronic communications.</li><li>5. demonstrate proper telephone etiquette.</li><li>6. demonstrate job interviewing techniques and develop a career portfolio (resume, letter of application, etc.).</li><li>7. research career opportunities in business communication-related careers.</li><li>8. compose and illustrate an oral report using appropriate visual aids (presentation software, etc.).</li><li>9. utilize activities of FBLA as an integral component of course content and leadership development.</li><li>10. demonstrate employability and social skills relative to the career cluster.</li><li>11. apply math and communication skills within the technical content.</li></ol>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"><li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li><li>• National Business Education Standards</li><li>• 21<sup>st</sup> Century Skills</li><li>• Common Core State Standards ELA</li></ul>

## Business Economics

**Course Description:** This course is designed to be a comprehensive study of economics which meets the economics requirement for graduation. It provides an in-depth study of how people produce, distribute, and consume goods and services. Economic terminology, theory, and a comparison of economic systems and policies are integral to the course. Simulations and/or actual work situations may be used to provide practical experience with various economic conditions. Leadership development will be provided through FBLA/DECA.

### Content/Process

**Students will:**

1. explain how laws & government mandates have been adopted to maintain competition in the US & in the global marketplace.
2. demonstrate an understanding of the cause/effect of business cycles and how monetary and fiscal policy can be used to regulate these problems.
3. compare & contrast a market economy, command economy, mixed economy and traditional economy based on their abilities to achieve social goals such as freedom, equity, & growth in the modern world.
4. analyze the changing relationships among business, labor, and govt. and how each has affected production, distribution, and consumption .
5. utilize decision-making models to make economic choices and determine the opportunity cost of those choices.
6. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.
7. explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy.
8. understand why people from other nations have come to the United States because of economic opportunities.
9. demonstrate employability and social skills relative to the career cluster.
10. analyze economic concepts and understand their relevance to different economic situations.
11. analyze the impact of international issues and concerns on personal, national, and international economics.
12. analyze the role culture plays in economic issues of production, distribution, and consumption of goods and services.
13. create graphs that illustrate shortages and surplus and describe how the market works to eliminate these conditions; identify the effects each change has on equilibrium, price and quantity.
14. explain & give examples of how numerous factors influence the supply & demand of products.
15. understand that scarcity is the basic economic problem facing individuals, societies, and nations.
16. analyze how a nation's wealth and trade potential are tied to its' resources.
17. explore how international trade and multinational companies have led to a global economy.
18. understand how the United States' economy has changed from a rural to an industrial economy to a leader in the global economy.
19. appraise the effects of technological changes, changes in consumer preferences, price inputs, environment, and legislation on supply and demand and price of goods/services.
20. create demand curve graph for two firms (one monopoly and one oligopoly) and explain the levels of output for a firm in perfect conditions
21. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math
- Interdisciplinary Course

## **Business Law**

**Course Description:** This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles as consumers, citizens, and workers. The student will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized. Leadership development will be provided through FBLA.

### **Content/Process**

**Students will:**

1. identify ways laws affect individuals, sources of law, constitutional rights and responsibilities of U.S. citizens, and the responsibilities of government.
2. describe and analyze the American Legal System
3. compare and contrast elements of civil (torts) and criminal law
4. identify the essentials of a contract and examine the characteristics of contracts.
5. explain various aspects of consumer protection including deceptive advertising, agencies which aid the consumer, and federal legislation.
6. Explain commercial contracts and warranties.
7. explain about real and personal property and wills
8. examine and evaluate leasing of real property
9. examine and evaluate property and casualty insurance
10. describe rights and duties of employee, employer, and independent contractor and other important aspects of employment.
11. identify legislation (e.g., civil rights, right to privacy, and ADA) affecting personnel practices (e.g., compensation, promotion, recruitment, selection, termination, and training and development).
12. describe legal reasons for terminating employees (e.g., employment at will, embezzlement, violation of company policy).
13. examine ways businesses can be created including their rights, limitations, and liabilities.
14. examine and evaluate a code of ethics (i.e., business & personal).
15. develop an understanding of a business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions (anti-trust laws, organized labor, and regulatory agencies).
16. apply ethical considerations resulting from various situation (e.g., technological advances, international competition, employer-employee relationship, and consumer relations).
17. research career opportunities in the legal profession.
18. utilize activities of FBLA as an integral component of course content and leadership development.
19. demonstrate employability and social skills relative to the career cluster.
20. apply communication skills within the technical content.
21. differentiate between different types of bankruptcy filings.

### **Connections**

- Kentucky Occupational Skill Standards
- National Business Education Standards
- Common Core State Standards – ELA
- 21<sup>st</sup> Century Skills

## Business Management

**Course Description:** This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided through FBLA/DECA..

### Content/Process

#### Students will:

1. research the structure of business ownership and explain considerations in business planning.
2. identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance.
3. discuss how global issues and international trade has and will affect management types, styles, and trends.
4. explain the importance of various business mgt skills (e.g., time management, handling positive & negative stressors in the business environment, and opportunities for employee's professional growth).
5. describe the importance of a business and a personal code of ethics.
6. analyze how the impact of human resource management activities help organizations achieve goals.
7. compare and contrast various forms of competition (i.e., pure competition, monopolistic competition, oligopoly, and monopoly).
8. utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
9. understand the economic principles and concepts fundamental to business operations (e.g., entrepreneurship, scarcity, cost of inputs, and opportunity cost).
10. compare and contrast various types of economic systems (i.e., traditional, command, market, and mixed).
11. explain & give examples of how numerous factors influence the supply & demand of products.
12. analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.
13. identify and explain the impact of financial risk to the success of a business.
14. prepare and analyze a business budget as it is used for a decision-making tool.
15. identify and explain the importance of operations management to a business (e.g., coordination of production, quality management, product development, production scheduling, and inventory control).
16. describe the nine functions of marketing (i.e., purchasing, selling, pricing, product planning, marketing information mgt., promotion, financing, distribution, risk management).
17. evaluate and create a business plan.
18. research and analyze career opportunities in management and demonstrate leadership characteristics.
19. develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.
20. research and cite major laws/regulations that affect management and examine the importance of work ethic.
21. utilize activities of FBLA/DECA as an integral component of course content and leadership development.
22. participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning.
23. demonstrate employability and social skills relative to the career cluster.
24. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Business Management Kentucky Occupational Skill Standard
- National Business Education Standards
- Common Core State Standards ELA and Math
- 21<sup>st</sup> Century Skills
- Assessment of Skills and Knowledge for Business (ASK) Business Principles or Management

## Business and Marketing Career Exploration - 8<sup>th</sup> & 9<sup>th</sup> Grade

**Course Description:** This course provides students with a survey of skills needed for school-to-work transition. Opportunities to explore the business and marketing career cluster and career paths, to heighten self-awareness, and to develop priorities and career decision-making skills are also provided. A variety of instructional resources, self-assessment instruments, and career interest surveys are included. Interpersonal skill development and orientation to word processing, computer spreadsheet, and database are included. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

### Content/Process

#### Students will:

1. reinforce basic skills in human relations and in both written and oral communication including customer relations.
2. develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers.
3. complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.
4. complete a career interest survey identifying general likes and dislikes, personal skills, and job values.
5. complete a job application, compose a resume and a letter of application, and prepare for an interview.
6. define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics.
7. develop and/or update Individual Graduation/Career Plans.
8. develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.
9. develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle.
10. identify and summarize why people need to work to meet basic needs.
11. describe what academic skills are needed for a career in the business and marketing cluster.
12. explain & evaluate resources that can be used for researching job and career information.
13. describe and explain the importance of good work habits/ethics in the workplace.
14. explain how jobs/careers have been created as a result of scientific and technological advancements.
15. identify and explain skills used to seek, obtain, maintain, and change jobs/careers.
16. apply communication skills within the technical content.
17. demonstrate employability and social skills relative to the career cluster.
18. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standards ELA
- 21<sup>st</sup> Century Skills
- ILP – Individual Learning Plan

## Business Principles and Applications

**Course Description:** This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management; consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Marketing Education.)*

### Content/Process

#### Students will:

1. explain characteristics of the free enterprise system and economic growth, the law of supply and demand, role of automation and computers, the interdependency of people, and the importance of world trade.
2. identify and analyze constitutional freedom, responsibilities, and rights of U.S. citizens, and discuss business ethics and areas in which businesses are thought to have social responsibility.
3. differentiate capitalism, socialism, and communism; and identify demographic, geographic, and psychographic trends in consumer market.
4. compare sole proprietorship, partnership, corporation, and cooperative; compare consumers' cooperative to a producers' cooperative.
5. identify major types of financial institutions and define and explain terms relating to credit; explain what is involved in financial security, insurance and retirement planning, and saving and investing.
6. research and analyze career opportunities in business and marketing and the relationship of education, employment, and wages; identify and describe good job search techniques; and prepare the necessary job application tools.
7. analyze and discuss the role of the consumer; and recognize consumer rights and responsibilities; distinguish consumer and industrial markets.
8. identify and explain what is involved in budgeting and demonstrate budgeting and recordkeeping; and examine aspects of resource management such as personal decision making and housing and automobile decisions (including insurance).
9. identify and explain government and labor's role in business including the role of labor unions and taxation.
10. identify the nine functions of marketing and explain the economic value of marketing.
11. utilize activities of FBLA and/or DECA student organizations as an integral component of course content and leadership development.
12. demonstrate employability and social skills relative to the career cluster.
13. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math



## **Business Technology**

**Course Description:** This course is designed to be a hands-on exploration of business technologies in the following areas: accounting, finance and credit, business management, marketing, economics, and computer applications. Leadership development will be provided through FBLA.

### **Content/Process**

**Students will:**

1. identify basic accounting terminology and concepts.
2. identify major types of financial institutions and define and explain terms relating to credit and what is involved in financial security and income taxes.
3. identify and explain basic functions of management; identify criteria used in setting and achieving goals and developing leadership characteristics, and explain and evaluate various management strategies.
4. explain and analyze basic economic concepts and the role of business and individuals in a free enterprise system.
5. demonstrate concepts, terminology and uses of word processing software, spreadsheet software and graphs, database software, desktop publishing software, presentation software, electronic communications software, the Internet, and desktop management software.
6. research careers in business, management, and marketing and develop a personal portfolio of careers.
7. demonstrate employability and social skills relative to the career cluster.
8. apply math and communication skills within the technical content.
9. utilize activities of FBLA as an integral component of course content and leadership development.

### **Connections**

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- MBA Research Knowledge and Skills Statements
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Computer & Technology Applications

**Course Description:** Students will use a computer and application software including word processing, presentation, database, spreadsheets, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented.

### Content / Process

#### Students will:

1. use a word processing program to create, save, print, modify, spell-check, and grammar-check a simple document
2. use a word processing program to enhance the appearance of a simple document by using centered, right justification, boldface, underlined, and italicized text.
3. use a word processing program to change the default margins and line spacing.
4. use a word processing program to create a document with headers, footer, and footnotes.
5. use a presentation program with text body, graphics, and animation.
6. use an electronic spreadsheet to create, save, print, modify, and obtain graphs from a simple spreadsheet.
7. use an electronic spreadsheet to perform basic mathematical operations including, but not limited to, addition, subtraction, multiplication, and division.
8. use an electronic spreadsheet to calculate averages and percents.
9. use an electronic spreadsheet program to enhance the appearance of a spreadsheet by changing fonts, foreground, and background colors; and centering text across columns.
10. use a database management program to create, maintain, and print reports from a simple relational database.
11. use a database management program to customize the user interface by creating and maintaining forms and reports.
12. use a database management program to query tables using basic query operations such as "and", "or", "not", etc.
13. print in landscape and portrait orientations.
14. use the component of the operating system that helps the user manipulate files and folders to copy, move, rename, and delete files; and to create, copy, move, rename, and delete folders.
15. use a World Wide Web browser to navigate hypertext documents and to download files.
16. use Internet search engines and understand their advantages and disadvantages.
17. use an electronic mail program to send and receive electronic mail.
18. identify components of a computer
19. discriminate between ethical and unethical uses of computers and information.
20. demonstrate a basic understanding of issues regarding software copyright, software licensing, and software copying.
21. demonstrate an awareness of computer viruses and basic understanding of ways to protect a computer from viruses.
22. demonstrate a basic understanding of the impact of computers on society.
23. use and understand basic computer terminology.
24. utilize activities of FBL A as an integral component of course content & leadership development.

### Connections

- National Standards for Business Education
- 21<sup>st</sup> Century Skills
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

## **Data Modeling/SQL**

**Course Description:** This course allows students to transform business requirements into an operational database using a systematic approach. Students will be engaged using data storage and retrieval techniques through activities that require teamwork, presentation skills, logical problem-solving, journaling and reflective thinking. Students will create and maintain database objects, and store, retrieve, and manipulate data. Demonstrations and hands-on practice will be used for learning concepts. Students will apply SQL, an industry-standard language, to learn to build and manage database systems. Students will also learn interviewing skills and project management. Leadership development will be provided through FBLA.

### **Content/Process**

**Students will:**

1. use technology (computer software, Internet) to complete daily database projects and assignments.
2. identify and use basic data modeling and SQL terms, concepts, and rules.
3. create and analyze entity-relationship diagrams that meet an organization's needs.
4. research and compare various careers in database management from entry-level to database administrator.
5. demonstrate employability and social skills relative to the career cluster.
6. reflect on learning and projects by writing in a weekly journal.
7. apply math and communication skills with technical content.
8. articulate issues involving data security and keeping history of data in business systems.
9. utilize activities of FBLA as an integral component of course content and leadership development.
10. demonstrate professional soft skills.
11. solve complex problems using data storage and retrieval techniques

### **Connections**

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National IT Standards (*itWORKS.OHIO*)
- National Math Standards Alignment (NCTM)
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Entrepreneurship

**Course Description:** This course is designed to provide students the skills needed to effectively organize, develop, create and manage their own business. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, operations, promotion and selling. The culminating project of the course is the development of a comprehensive business plan. Cooperative education or shadowing experiences may be used to enhance course instruction. Leadership development will be provided through DECA and/or FBLA. (*This course cross references with Marketing*).

**SUGGESTED PREREQUISITE:** Principles of Marketing or Business Principles and Applications.

### Content/Process

#### Students will:

1. use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. explain career strategies associated with entrepreneurship.
3. conduct self-assessment to determine entrepreneurial potential.
4. explain the factors and personality traits that contribute to the success of a small business entrepreneur.
5. explain the importance of customer service to an entrepreneur.
6. describe the financial statements needed for a business plan and the purposes in financial planning.
7. investigate the role of international trade, opportunities of global markets, and the potential of international trade.
8. describe the legal considerations for starting a business.
9. formulate a business plan and describe its components, recognizing the many roles of a small business owner.
10. identify sources of business start-up information.
11. discuss market analysis to determine target market.
12. examine the role of management in a successful business, specific management techniques for small business, and management strategies.
13. analyze the risks and rewards of starting a business.
14. analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy.
15. evaluate types of business ownership.
16. determine cost of product (breakeven, markup).
17. explain the nature of overhead/operating expenses.
18. identify, evaluate, and select sources for financing a business venture.
19. identify training procedures, hiring policies, and rights and responsibilities of small business employees.
20. explain the types of promotion.
21. prepare a promotional budget.
22. select and analyze computer software/hardware options for small business; examine benefits of organizational membership.
23. demonstrate technology skills needed in the workplace.
24. utilize activities of DECA and/or FBLA as an integral component of course content and leadership development.
25. exemplify entrepreneurship decision making through projects and simulations.
26. apply math and communication skills within the technical content.
27. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

### Connections

- Kentucky Occupational Skill Standards
- MBA Research Knowledge and Skills Statements
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math
- Secretary's Commission on Achieving Necessary Skills (SCANS)

## Financial Accounting

**Course Description:** The accounting principles taught in this course include an in-depth study of accounting principles, procedures, and techniques used in keeping financial records for sole proprietorships, partnerships, and corporations. There is an emphasis on automated accounting. Topics include a more analytical approach to accounting. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Accounting and Finance Foundations

### Content/Process

#### Students will:

1. research career opportunities and certifications in the accounting field.
2. demonstrate the ability to journalize transactions, post from journals, prepare worksheets and financial statements, and post adjusting and closing entries.
3. demonstrate the ability to journalize transactions and prepare financial statements for partnerships, corporations, and departmental transactions.
4. apply various accounting principles using automated accounting software and/or accounting simulations.
5. illustrate journal entries for payroll, petty cash, uncollectible accounts, plant assets, depreciation, and notes payable and accounts receivable.
6. explain and demonstrate different inventory methods, budgeting systems, the use of vouchers and coding, and cash flow.
7. analyze advanced business transactions and financial statements.
8. demonstrate employability and social skills relative to the career cluster.
9. apply math, communication, and accounting skills in preparing and analyzing a corporation's financial position through ratio analysis, breakeven, productivity, cost-benefit analysis, and time value of money.
10. participate in a work-based learning experience (shadowing, mentoring, and/or co-op, etc.).
11. utilize activities of FBLA as an integral component of course content and leadership development.

### Connections

- Kentucky Occupational Skill Standards
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Standards: Administrative Support Occupations/Skill Standards, V-TECS
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Financial Literacy

**Course Description:** This course is designed to provide students with the knowledge and skills to manage one's financial resources effectively for lifetime financial security. Topics include economics, money in the economy, budgeting, credit, consumer rights, investments and retirement planning. Leadership development will be provided through FBLA/DECA.

### Content/Process

#### Students will:

1. define and give examples of economic needs & wants.
2. explain why scarcity requires individuals, governments, and societies to make choices.
3. define and give examples of the opportunity cost of personal choices.
4. identify the types of economic systems (i.e., traditional, command, market, & mixed) and how they answer the questions of what, how, and for whom goods & services are produced.
5. demonstrate an understanding of inflation and its effect on purchasing power.
6. describe the role of the FDIC and the events that led to its creation.
7. analyze how career choice, education, and skills effect income.
8. explain the role of money in today's economy.
9. identify types of currency (e.g., paper money, coins, bank notes, government bonds, treasury notes).
10. examine the importance of re-evaluating financial plans as income and financial needs change throughout the life cycle.
11. evaluate services & cost associated with a personal savings account.
12. use appropriate steps in writing checks and reconciling a bank statement.
13. differentiate among types of electronic monetary transactions (e.g., debit cards, ATM, automotive deposits/payments) offered by various financial institutions.
14. compare cost and benefits of online and traditional banking.
15. identify the functions of the Federal Reserve.
16. explain how to use a budget to manage spending and achieve financial goals.
17. describe the advantages and disadvantages of various savings and investing plans.
18. understand interest and the time value of money.
19. develop a personal financial plan, including goals, net worth, cash flow statement, insurance plan, investing plan and a budget.
20. identify the costs and benefits of various types of credit.
21. explain how credit card grace periods, methods of interest calculations, and fees affect borrowing costs.
22. compare and contrast various types of loans(e.g., installment, mortgage, balloon, home equity).
23. explain credit ratings and credit reports and describe why they are important to consumers.
24. explain the cause and effect of bankruptcy.
25. identify consumer credit laws and explain the protection they provide.
26. identify and state the purpose of legislation that regulates consumer credit and electronic credit transactions.
27. develop skills needed to protect from identity theft.
28. explain the different taxes that affect an individual's income (e.g., payroll, income, FICA).
29. differentiate between gross and net income.
30. complete various documents for reporting taxes (e.g., W-2, W-4, 1040, 1040EZ).
31. analyze the cost and benefits of paying taxes.
32. describe types of benefits (e.g. retirement, insurance, leave, stock purchases) offered by employers.
33. identify types of insurance (e.g., automotive, health, home, life.) an individual should own.
34. compare & contrast major types of investment alternatives (e.g., IRA, 401K, mutual funds).
35. discuss the reasons why an individual might need a savings or investment plan (e.g., emergencies, long & short term goals, retirement).
36. identify regulatory agencies and their functions (e.g., Federal Deposit Insurance Company (FDIC), Securities Exchange Commission (SEC), Federal Reserve, Internal Revenue Services (IRS).
37. demonstrate employability and social skills relative to the career cluster.
38. apply math and communication skills within the technical content.

#### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Kentucky Occupational Skill Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Financial Services I

**Course Description:** This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students interested in pursuing a career in the financial institution field. It involves operation of a student financial center in cooperation with a sponsoring bank, which provides application of banking and financial procedures and concepts. Leadership development will be provided through FBLA and/or DECA. (This course is cross referenced with Marketing)

**SUGGESTED PREREQUISITE:** One Business Or Marketing credit and Special Permission of the Instructor

### Content/Process

**Students will:**

1. develop and manage a student financial center through the sponsorship of a local bank.
2. research career opportunities in financial services.
3. demonstrate financial activities of a student financial center including preparing, maintaining, and analyzing financial statements.
4. apply communication skills and demonstrate appropriate customer/employee and employee/employer interactions/relations.
5. define basic banking terminology and develop an understanding of how banks function within the U.S. economy.
6. demonstrate and understanding the importance of marketing skills when operating a student financial center.
7. produce documents integrating current word processing, database and spreadsheet applications.
8. understand the functions of the Federal Reserve System and the role of FDIC.
9. practice safety and security procedures when operating the student financial center.
10. perform a variety of banking operations (e.g., operating a teller station, reconcile accounts with statements, prepare cash in and cash out tickets, process cash and checks for deposit, process loan applications, and accept loan payments).
11. develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.
12. define examples of credit used by consumers, businesses, and government.
13. apply math and communication skills within the technical content.
14. develop standards and policies for extending credit and making collections.
15. discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.).
16. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.
17. demonstrate employability and social skills relative to the career cluster.
18. Utilize available technology in the daily operation of the financial center

### Connections

- Kentucky Occupational Skill Standards – Financial Services
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math
- National Business Education Standards
- MBA Research Knowledge and Skills Statements

## Financial Services II

**Course Description:** Financial Services II is a continuation of Financial Services I, providing opportunities to enhance students' employment portfolio. Students continue to learn and practice financial activities associated with the operation of a bank and other finance-related institutions in addition to assuming management and supervisory responsibilities, including training "new employees." Students will participate in a work-based learning experience Leadership development will be provided through FBLA and/or DECA. (This course is cross referenced with Marketing Education)

SUGGESTED PREREQUISITE: Financial Services I

### Content/Process

#### Students will:

1. demonstrate interpersonal management skills and provide training and supervision for new employees.
2. Continue financial activities of a student financial center including preparing, maintaining and analyzing financial statements
3. participate in a work-based learning experience related to a financial services industry.
4. explain operations of the student financial center to first-year students.
5. plan, organize, and prepare financial center for opening.
6. apply communication skills by preparing and presenting oral presentations on work ethics, professional image, and other work-related topics.
7. update employment portfolio.
8. demonstrate decision-making skills and teamwork by reviewing current fee structure, policies, interest rates, and products and making recommendations for change if needed.
9. identify financial management practices and the purposes of savings and banking services (e.g., checking and saving accounts, debit/credit, certificate of deposit).
10. apply appropriate math and communication skills relative to the career cluster.
11. utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.
12. demonstrate employability and social skills relative to the career cluster.

### Connections

- Kentucky Occupational Skill Standards – Financial Services
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math
- MBA Research Knowledge and Skills Statements
- National Business Education Standards



## International Business

**Course Description:** This course is designed to provide students with basic knowledge and skills related to international economic activities and global business transactions. Students will examine the relationship of global business activities to nations, companies, and individuals in their roles as workers, consumers, and citizens; and will examine economic, cultural, geographic, historic, and technological influences on global business activities, management principles, human relation theories, information systems, production, marketing, and finance activities. Students will also explore career planning, mathematical and data analysis, written and oral communication, and problem-solving skills related to international business activities. Leadership development will be provided through FBLA.

### Content/Process

**Students will:**

1. explain the impact international business has on consumers, businesses, and countries.
2. discuss how the economic, socio-cultural, political, legal, and technological influences affect international business activities.
3. analyze foreign trade activities.
4. define methods of conducting international business.
5. describe information systems and communications for international business.
6. evaluate human resource needs.
7. evaluate business management techniques and international marketing activities.
8. analyze foreign exchange rates and currency values.
9. analyze the global impact of the stock and bond markets.
10. research and analyze career opportunities in international business.
11. demonstrate employability and social skills relative to the career cluster.
12. utilize activities of FBLA as an integral component of course content and leadership development.
13. apply math and communication skills within the technical content.

### Connections

- Kentucky Occupational Skill Standards
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Leadership Dynamics

**Course Description:** This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. The student will develop personal attributes and social skills. Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership. This course will include opportunities for students to apply their knowledge.

### Content/Process

**Students will:**

1. develop personal and group goals.
2. compare the types of leadership styles.
3. assess the importance of qualified leaders to the success of organizations.
4. appraise personal characteristics of successful leaders.
5. develop verbal and non-verbal communication skills to enhance success in school and transition to the work of work.
6. demonstrate appropriate business/professional etiquette.
7. demonstrate shared decision making.
8. develop techniques to resolve conflicts that occur in school, home, community, and workplace (interpersonal team skills).
9. demonstrate the use of parliamentary procedure skills in presiding over a meeting.
10. describe how ethical and social behaviors affect our lives.
11. identify self management techniques.
12. identify stress management techniques.
13. analyze organizational structures and their components (including bylaws, officers, committees, and program of work.)
14. demonstrate awareness of cultural diversity and equity issues.
15. analyze leadership opportunities available in the school and community.

### Connections

- DECA, FBLA, FFA, FCCLA, HOSA, TSA, Skills USA
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA

## Legal Office

**Course Description:** This course enables a student to gain concepts, skills, and techniques in legal terminology and various forms used in the legal profession. The recommended prerequisite is Word Processing. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications or Word Processing

### Content/Process

#### Students will:

1. explain legal terminology and legal business terminology.
2. apply formatting to court documents such as adoption papers, affidavits, briefs, depositions, etc.
3. apply formatting to client documents such as mortgages, promissory notes, wills, etc.
4. demonstrate the ability to take and transcribe minutes from a meeting.
5. create and format various personal and business documents using word processing software; apply language arts' rules; use proofreaders' marks, spell check and thesaurus, reference materials, and grammar check.
6. demonstrate proper telephone etiquette and identify different types of electronic communications and use postal and shipping services.
7. explain records management and demonstrate the various methods of filing and create a database management system.
8. use the computer and electronic calculator, electronic desktop management software, and machine transcription equipment and transcribe documents.
9. research and analyze career opportunities in legal careers; demonstrate job interview techniques; and develop an employment portfolio (letter of application, resume, etc.).
10. apply standard rules of spelling, punctuation, grammar, and capitalization.
11. demonstrate employability and social skills relative to the career cluster.
12. apply communication skills within the technical content.
13. utilize activities of FBLA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Kentucky Occupational Skill Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Mathematics for Business and Industry

**Course Description:** This course enables the student to explore mathematical content for personal, business, and industrial use. Math concepts and skills are applied through study and problem-solving activities in real-world situations in the following areas: banking, measurement, borrowing and investing, consumer purchases, and financial management. Leadership development will be provided through FBLA or DECA.

### Content/Process

#### Students will:

1. use the touch method on electronic calculators to solve real-world mathematical problems which relate to business and industry.
2. apply math and communication skills within the technical content.
3. use mathematical operations to enable students to understand gross and net income and different methods of earning income.
4. demonstrate mathematical reasoning in figuring and recording checking and savings account transactions.
5. calculate simple and compound interest of an initial investment over a set amount of time.
6. calculate a function identifying the dependent and independent variables (i.e., unit price=price per time divided by measure or count).
7. write a two variable equation to represent the amount of a lease payment (i.e., if the lease pays \$17 per \$1,000).
8. calculate the mean and standard deviation of the daily closing cost on a particular stock and plot the data and draw the curve of best fit.
9. use a spreadsheet to calculate monthly interest, principal amount, and balance on a personal or business loan.
10. analyze financial statements and calculate current ratio, debit-equity ratio, and return on capital.
11. write and solve equations with two variables such as calculating gross pay based on salary plus commission.
12. research and analyze career opportunities requiring application of math skills.
13. use mathematical reasoning to compare cash purchases, credit cards, charge accounts, markups, and discounts.
14. demonstrate mathematical reasoning in calculating various types of loans, investments, and interest, including compound interest.
15. design and manipulate spreadsheets and graphs according to the availability of technology.
16. use mathematical problem solving to figure the costs involved in purchasing and maintaining a vehicle and a home and the methods of figuring depreciation.
17. identify and compare various types of insurance.
18. demonstrate mathematical applications relating to personnel, production, sales, marketing, warehousing, and distribution.
19. demonstrate employability and social skills relative to the career cluster.
20. utilize activities of FBLA & DECA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Kentucky Occupational Skill Standards
- Common Core State Standards ELA and Math

## Medical Office

**Course Description:** This course enables a student to gain concepts, skills, and techniques in medical terminology and various forms used in the medical profession. The recommended prerequisite is Word Processing or Computer & Technology Applications. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications or Word Processing.

### Content/Process

#### Students will:

1. explain medical terminology.
2. apply formatting to medical documents such as admitting forms, discharge forms, insurance forms, etc.
3. demonstrate the ability to handle scheduling, to receive and process patients/visitors, to properly code diagnoses and surgical procedures, and to work with other patient services and records.
4. illustrate financial services involved in the medical profession such as accepting payment of patient accounts and billing.
5. demonstrate the ability to transcribe medical records.
6. use the computer and electronic calculator, electronic desktop management software, and machine transcription equipment and transcribe documents.
7. demonstrate proper telephone etiquette and identify different types of electronic communications and use postal and shipping services.
8. explain records management and demonstrate the various methods of filing and create a database management system.
9. research and analyze career opportunities in medical careers; demonstrate job interview techniques; and develop an employment portfolio (letter of application, resume, etc.).
10. apply standard rules of spelling, punctuation, grammar, and capitalization.
11. utilize activities of FBLA as an integral component of course content and leadership development.
12. demonstrate employability and social skills relative to the career cluster.
13. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Kentucky Occupational Skill Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Microsoft Office

**Course Description:** As an extension of Computer and Technology Applications or Advanced Computer and Technology Applications, students will have the opportunity to increase their computer skills. Advanced functions and integration of Microsoft Word, Excel, Access, and PowerPoint will be taught. Students will work toward **MOS/MCAS Certification** in one or more of these Microsoft areas. In addition, students will utilize Internet access to complete various projects. Leadership development will be provided through FBLA.

**Prerequisite:** Computer and Technology Applications and permission of the instructor

### Content/Process

#### Students will:

1. use and apply a repertoire of technology skills regularly in the preparation of content assignments and authentic projects.
2. utilize Windows Operation System, Internet resources, and industry-standard hardware and software.
3. perform advanced functions using Microsoft Word, Access, Excel and Power point.
4. create real-world documents and publications using word, access, excel, and power point to demonstrate formatting techniques used in text, graphics, and text boxes.
5. insert and modify tables, diagrams and charts.
6. create bulleted list, numbered lists, and outlines.
7. insert and modify tables, diagrams, and charts.
8. insert and modify hyperlinks in all types of documents.
9. create new documents and presentations using templates.
10. save documents in appropriate formats for different uses.
11. insert and format pictures, shapes, and graphics in a power point presentation
12. understand how to customize slide templates in a power point presentation.
13. create a slide show for an oral presentation.
14. demonstrate how to export a presentation to another Microsoft office program.
15. enter and edit cell content when using excel
16. insert and modify formulas when using excel.
17. create, modify, and position diagrams and charts based on worksheet data when using excel.
18. apply and modify cell formats and cell styles in excel.
19. create access databases.
20. create and modify queries, forms, and reports using access.
21. import data to access and export data from access.
22. demonstrate how to backup a database.
23. identify individual work habits/ethics and explain their importance in the workplace.
24. research and analyze career opportunities for an individual that has the MOS/MCAS certification and develop an electronic employment portfolio.
25. utilize activities of FBLA an integral component of course content and leadership development.
26. demonstrate employability and social skills relative to the career cluster.
27. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Standards: Administrative Support Occupations/Skill Standards, V-TECS
- Common Core State Standards ELA and Math
- Kentucky's Technology Program of Studies
- 21<sup>st</sup> Century Skills
- Microsoft Office Specialist Exams

## Multimedia Publishing

**Course Description:** This hands-on course applies publishing and presentation concepts through the development of sophisticated business documents and projects. These documents include, but are not limited to, tri-fold brochures, manuscripts, reports, bi-fold programs, catalogs, newsletters, flyers, business forms, graphs, web pages, on-screen presentations, and video productions. Equipment such as scanners, digital cameras, video cameras, and color laser printers, may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills. Leadership development will be provided through FBLA

**PREREQUISITE:** Computer and Technology Applications.

### Content/Process

#### Students will:

1. apply language rules and proofreader's marks; use reference materials, style, grammar, and spell check.
2. define and apply terminology associated with desktop publishing, layout, and design.
3. research and analyze career opportunities in multimedia publishing and graphic arts.
4. use industry-standard hardware and software components of a multimedia publishing system such as digital cameras, scanners, & video cameras.
5. apply basic HTML and a software package to create a web page.
6. compose and design effective business publications and documents.
7. develop multimedia presentations (slide show, video, audio, etc.).
8. design page layout with appropriate proportions, balance, and typography.
9. demonstrate the ability to use the Internet.
10. use business graphics and paint, draw, and image-editing programs.
11. design FBLA documents using effective multimedia publishing skills.
12. demonstrate employability and social skills relative to the career cluster.
13. utilize activities of a FBLA as an integral component of course content and leadership development.
14. apply math, science, and communication skills relative to the career major.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standard ELA and Math
- 21<sup>st</sup> Century Skills
- Kentucky Technology Program of Studies

## Principles of Teaching

**Course Description:** This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents and developmentally appropriate practices in educational settings. Students will gain work experience in classrooms with certified teachers as part of their course work. Other components include the development of a four-year post-secondary plan, salaries and benefits of a teacher, job security, and future projections of the job market. Leadership experiences will be provided through student organizations (e.g., co-curricular, extra-curricular).

### Content/Process

#### Students will:

- 1) develop a lesson plan using strategies/methods taught in class.
- 2) teach a lesson using the lesson plan developed by the student.
- 3) compile the characteristics of an effective teacher.
- 4) trace through time the history of American education.
- 5) describe the requirements to become a teacher.
- 6) identify the qualities of teacher professionalism and leadership.
- 7) explore diversity and its implications in the classroom, including diverse teaching methods.
- 8) observe, interact and reflect on teaching and learning in classrooms.
- 9) describe how education systems are organized.
- 10) define curriculum and identify the forces that influence its development.
- 11) analyze different methods used to assess student learning.
- 12) identify issues and challenges in education today such as No Child Left Behind, changing family patterns, cultures of schools, etc.
- 13) identify career opportunities for educators.
- 14) develop a four-year post-secondary plan.
- 15) utilize activities of a career and technical student organizations as an integral component of course content and leadership development.
- 16) apply math, science and communication skills within technical content.
- 17) demonstrate employability and social skills relevant to the career cluster.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standards ELA and Math
- 21<sup>st</sup> Century Skills



## Web Data Management

**Course Description:** This course will allow students to use the Oracle Academy curriculum to enhance their knowledge of Data Modeling and SQL programming. Students will use JAVA programming language to write stand-alone programs. Techniques learned during this course will include: code reusability, data encapsulation, dynamically downloadable program units, and platform-independent programs. Applications with databases and web pages will be included. Leadership Development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications

### Content/Process

#### Students will:

1. use technology (computer software, Internet) to complete daily projects and assignments.
2. identify basic JAVA terms, concepts, rules.
3. practice and apply skills needed to develop Object-Oriented systems.
4. write stand-alone applications with JAVA programming language.
5. demonstrate proficiency in creating and utilizing classes, objects, methods and statements that control program flow.
6. compare various careers in programming and the Information Technology field.
7. apply math and communication skills with technical content.
8. demonstrate employability and social skills relative to the career cluster.
9. utilize activities of FBLA as an integral component of course content and leadership development.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National IT Standards (*itWORKS.OHIO*)
- National Math Standards Alignment (NCTM)
- 21<sup>st</sup> Century Skills
- Common Core State Standards ELA and Math

## Web Page Design

**Course Description:** Students analyze the structure of the worldwide web, apply basic principles of web documents and HTML, and develop multi-media web pages. Course content will include the understanding of hypertext and web structures. Equipment such as scanners, digital and video cameras, and sound recording devices will be utilized through hands-on instruction. Leadership development will be provided through FBLA.

**Prerequisites:** Computer and Technology Applications

### Content/Process

#### Students will:

1. analyze the history and current status of the Internet.
2. identify concepts and vocabulary associated with the Internet.
3. demonstrate an awareness of copyright, licensing, and downloading issues.
4. identify and apply design principles of web page structures.
5. create HTML documents including tags, files, links, tables, frames, forms, images, and text.
6. use a software package to create a multimedia web page with dynamic content such as the incorporation of sound files, digital photography, video files, and images into a web page.
7. identify browser restrictions.
8. analyze, create, and organize navigational links.
9. implement CGI and JavaScript programming.
10. demonstrate Internet etiquette.
11. explore and evaluate career opportunities in electronic publishing.
12. observe and practice safety precautions applicable to both classroom and home use of the Internet.
13. publish web pages to a web server.
14. formulate a user-friendly file structure for web publishing.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- Common Core State Standard ELA and Math
- 21<sup>st</sup> Century Skills
- Adobe – DreamWeaver
- CIW

## Word Processing

**Course Description:** This course is designed for students who have already developed proficiency in Exploratory Computers (or its equivalent). The student will spend two to three weeks reviewing the touch system of keying with emphasis on proper technique and developing speed and accuracy. The student will apply techniques for composing, proofreading, editing, word division, capitalization, and punctuation for production of mail able copies of letters, business forms, tables, and reports. In-depth instruction for the generation of desktop publishing documents, spreadsheets, graphics, graphs, charts, and databases through application is a vital part of this course. The student will also research career opportunities in computer-related careers. A computerized workstation with appropriate software is required for each student. Leadership development will be provided through FBLA.

**SUGGESTED PREREQUISITE:** Computer and Technology Applications

### Content/Process

#### Students will:

1. demonstrate correct technique in operating the keyboard; use skill building drills to increase accuracy and speed.
2. apply language rules, proofreader's marks, and reference materials.
3. apply basic and advanced formatting procedures and manipulate data in the following: letters, reports, tables, spreadsheets, graphics, graphs and charts, and databases.
4. identify steps in the word processing cycle; and define and use terminology associated with office automation concepts.
5. create or simulate electronic and telecommunications in the following: voice, data, image, text, and video; and create desktop publishing documents.
6. compose documents using basic formatting guidelines.
7. research and analyze career opportunities in computer-related careers.
8. complete a career portfolio which includes a letter of application, an employment application, a letter of reference, a resume, interviewing techniques, a follow-up letter, and a letter of resignation.
9. develop good work habits and a work ethic that impacts success at school and in the workplace.
10. utilize activities of FBLA as an integral component of course content and leadership development.
11. demonstrate employability and social skills relative to the career cluster.
12. apply math and communication skills within the technical content.

### Connections

- Secretary's Commission on Achieving Necessary Skills (SCANS)
- National Standards: Administrative Support Occupations/Skill Standards, V-TECS
- Common Core State Standards ELA
- 21<sup>st</sup> Century Skills